



Long term Curriculum Plans KS2 - years 5/6

Autumn Terms	Cycle 1	Cycle 2
Topic	The other Homer... <i>Homer's Odyssey</i>	Who burnt the cakes?
Science <i>(Hamilton Trust Science SOW)</i>	Year 5: Term 1: Earth and space - Space presenters Term 2: Forces - may the forces be with you	
	Year 6: Term 1: Light - Crimelab investigation Term 2: Electricity - Electric celebrations!	
Computing and digital literacy <i>TIO units. See also Functional Skills.</i>	Year 5: Network Explorers Scratch Maze & Code.org	
	Year 6: Kodu Social Media & Critical Thinking Online	
RE <i>(Discovery RE SOW)</i>	Year 5: Term 1: How far would a Sikh go for his/her religion? Or... what is the best way for a Hindu to show commitment to God? Term 2: Is the Christmas story true?	
	Year 6: Term 1: What is the best way for a Muslim to show commitment to God? Term 2: How significant is it that Mary was Jesus' mother?	
History	Ancient Greece - a study of Greek life and achievements, and their influence on the Western world.	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.
Geography		Physical and human geography <ul style="list-style-type: none"> • Human geography including types of settlement and land use. • Economic activity including trade links • The distribution of natural resources including energy, food, minerals and water.



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DT (Ducklington DT progression SOW)	Pupils learn the knowledge, understanding and skills to design, make and evaluate products within relevant contexts.	
Art (Ducklington Art progression SOW)	To improve their mastery of art and design techniques and inn using colour, pattern, texture, line, shape, form and space. To learn about the work of great artists, architects and designers in history.	
Music (Music Express SOW)	Year 5 Skills: clusters, composing soundscapes (focus - journey into space) Year 6 skills: Exploring loops / sequencing / sampling sounds (synthesiser recordings) Appreciation: Holst, the planet suite	Year 5: skills: Investigating song structure / composing songs Year 6 skills: Exploring loops / sequencing / sampling sounds (synthesiser recordings) Appreciation: Christmas carols
Languages (Minimus SOW)	Latin	
PE	Year 5: Swimming Invasion games - hockey	
	Year 6: Swimming Invasion games - football	
Life Skills Enterprise Fundraising (Progression document)	Year 5: Class assembly and cake sale	
	Year 6: Class assembly and cake sale Enterprise project for Christmas Fayre	
Values/SEAL/PSHCE	To be explored through class and school collective worship. Term 1: Respect/new beginnings Term 2: Forgiveness/getting on and falling out Democracy - Election of School and Sports' Councils. Individual liberty	To be explored through class and school collective worship. Term 1: Love/new beginnings Term 2: Cooperation/getting on and falling out Democracy - Election of School and Sports' Councils Individual liberty



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Focus Week	Science	World Religions
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Spring Terms	Cycle 1	Cycle 2
Topic	A stitch in time... <i>The story of Witney blankets</i>	Text based study of a country of choice
Science <i>(Hamilton Trust Science SOW)</i>	Year 5: Term 3: Properties of materials - Music festival materials Term 4: Changes in materials - changing materials	
	Year 6: Term 3: Living things and their habitats - classification connoisseurs Term 4: Evolution and inheritance - the game of survival	
NNC Computing and digital literacy <i>TIO units. See also Functional Skills.</i>	Year 5: SketchUp 3D Isle of Tune	
	Year 6: Code.org Lego Digital Designer	
RE <i>(Discovery RE SOW)</i>	Year 5: Term 3: Are Sikh stories important today? Or... how can Brahman be everywhere and in everything? Term 4: Did God intend Jesus to be crucified and if so was Jesus aware of this?	
	Year 6: Term 3: Is anything ever eternal? Term 4: Is Christianity still a strong religion 2000 years after Jesus was on the earth?	
History	A local history study - The Witney Blankets	No history in this unit of work
Geography	Geographical skills and fieldwork <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Locational knowledge	



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	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	
<p style="text-align: center;">DT (Ducklington DT progression SOW)</p>	<p>Pupils learn the knowledge, understanding and skills to design, make and evaluate products within relevant contexts.</p> <p>Textiles.</p>	<p>Pupils learn how to cook food related to their country of study. Pupils should learn to prepare and cook a variety of mainly savoury dishes using a range of cooking techniques.</p>
<p style="text-align: center;">Art (Ducklington Art progression SOW)</p>	<p>To improve their mastery of art and design techniques and in using colour, pattern, texture, line, shape, form and space. To learn about the work of great artists, architects and designers in history.</p>	
<p style="text-align: center;">Music</p>	<p>Year 5: Skills: Performing together, adding melodic percussion, creating a performance, exploring music processes</p> <p>Year 6: Skills: Performing together through pitched / non pitched percussion</p> <p>Appreciation - Traditional folk songs / music</p>	<p>Year 5: Skills - Cyclic patterns, drumming rhythms, rounds (Focus on African drumming)</p> <p>Year 6: Skills - Cyclic patterns (African)</p> <p>Appreciation: World music</p>
<p style="text-align: center;">Languages (Minimus SOW)</p>	<p>Latin</p>	
<p style="text-align: center;">PE</p>	<p>Year 5:</p> <p>Term 3: Gymnastics</p> <p>Term 4: Dance</p> <hr/> <p>Year 6:</p> <p>Term 3: Outdoor and adventurous residential BLOCK (pioneer residential)</p> <p>Gymnastics</p> <p>Term 4: Dance</p>	



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Life Skills Enterprise Fundraising <i>(Progression document)</i>	Year 5: Singathon (IMPS fundraiser)	
Values/SEAL/PSHCE	Term 3: Perseverance/Going for goals Term 4: Self esteem/good to be Mutual respect and tolerance for those of different faiths and beliefs and for those without faith. Individual liberty	Term 3: Courage/Going for goals Term 4: Joy/good to be me Mutual respect and tolerance for those of different faiths and beliefs and for those without faith. Individual liberty
Focus Week	Reading Week linked to World Book Day	Reading Week linked to World Book Day



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Summer Terms	Cycle 1	Cycle 2
Topic	Tomb raider! <i>A study of Ancient Egypt</i>	Text based study of a non-European society that provides contrasts with British history
Transition unit of work	KS2 production	
Science <i>(Hamilton Trust Science SOW)</i>	<p>Year 5: Term 5: Living things and their habitats - the art of living Term 6: Animals including humans - life explorers</p> <p>Year 6: Term 5: Animals including humans - the art of being human Term 6: Second look science - the science of sport Human reproduction and relationships (School Nurse visit)</p>	
NNC Computing and digital literacy <i>TIO units. See also Functional Skills.</i>	<p>Year 5: Introduction to Excel & web research Scratch Chatbots</p> <p>Year 6: Code Combat MIT App Builder Digital Year Book or Movie</p>	
RE <i>(Discovery RE SOW)</i>	<p>Year 5: Term 5: What's the best way for Sikhs to show commitment to God? Or... Do beliefs in karma, samsara and moksha help Hindus lead good lives? Term 6: What is the best way for Christians to show commitment to God?</p> <p>Year 6: Terms 5&6: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	
History	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study	A study of a non-European society that provides contrast with British history - either early Islamic civilisation, including a story of Baghdad c AD 900; Mayan civilization c AD 900; Benin (West Africa) c AD 900-1300.



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Geography	Not in this unit of work.	
DT <i>(Ducklington DT progression SOW)</i>	Pupils learn the knowledge, understanding and skills to design, make and evaluate products within relevant contexts.	
	Year 6: STEM: <ul style="list-style-type: none"> • Understand and use electrical systems in their products • To apply their understanding of computing to programme, monitor and control their products. (STEM workshop by external provider) 	
Art <i>(Ducklington Art progression SOW)</i>	To improve their mastery of art and design techniques and in using colour, pattern, texture, line, shape, form and space. To learn about the work of great artists, architects and designers in history.	
Music <i>(Music Express SOW)</i>	Year 5: Skills: knowledge, understanding and appreciation of a composer; Beethoven. Appreciation: through composer study	
	Year 6: Skills: knowledge, understanding and appreciation of a composer; Mozart Appreciation: through composer study	
Languages <i>(Minimus scheme)</i>	Latin	
PE	Year 5 and 6: Term 5: Athletics Net/wall games Term 6: Striking and fielding games - rounders and cricket Maypole dancing	
Life Skills Enterprise	KS2 production Year 5: Greenpower Year 6:	



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Fundraising <i>(Progression document)</i>	Aspiration project The world of work	
Values/SEAL/PSHCE	Term 5: Trust/Relationships Term 6: Honesty/Changes Rule of law	Term 5: Kindness/relationships Term 6: Self control/changes Rule of law
Focus Week	<i>Healthy Living Week</i>	<i>Healthy Living Week</i>